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120th Annual Convention

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Editorial Policy The Family Psychologist

The Family Psychologist is a quarterly publication devoted to news and issues in the delivery of services to individuals and families. Articles pertaining to family psychology and policy are invited.

Authors or publishers may send books for potential review directly to the editor of The Reference Corner.

Unless otherwise stated, opinions expressed are those of the authors and do not represent the official position of Division 43.

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Submission Deadlines
Date: Issue: Pub.Date
March 15........................................Winter...............................May
February 15.................................Spring.................................April
September 15................................Summer/Fall.........................November
Welcome to the 2012 spring issue of The Family Psychologist! This new issue contains important information about Division 43's elections and about family psychology programming at the APA convention. It also follows a new format designed to increase communication between the Society’s membership and the Board of Directors regarding the activities of the Board. Both the Vice-President for Education, Stephen Cheung, and the Vice-President for Practice, Ruth Morehouse, have taken advantage of this opportunity to describe the goals and accomplishments of their committees and to talk about their efforts to nurture young talent and to promote family psychology at the local and national level. Likewise, President Marianne Celano introduces the main theme and objectives of the Society’s convention program, and further discusses the relevance of family psychology to various areas of mental health practice.

In addition to being a link between the membership and the Board, TFP aims to promote early career psychologists and students’ engagement and affiliation in the Division. First, TFP editorial staff will encourage ECPs and students to use the newsletter as a publication venue, to highlight issues of special concern and to make their voice heard. In particular, we will
encourage ECPs and students to respond to our call for a feature article that will be published in the winter and fall issues of TFP. The Board members will also have the option of inviting junior colleagues and students to co-author their address on a topic of their choice. For example, in this issue, Gonzalo Bacigalupe, Vice-President for Public Interest and Diversity, invited Kiran Arora to talk about the process of loss and grief for transnational families. Second, ECPs and students will have the opportunity to serve on TFP editorial board as associate and assistant editor and thus be directly involved in the activities of the Division. The editorial board is now composed of four members whose role is to solicit and review submissions to the newsletter: The editor, the senior consultant, the associate editor, and the assistant editor.

The first issue of Couple and Family Psychology: Research and Practice came out in March 2012. The journal of the Society provides a new forum for scientific and clinical conversations about recent developments in family psychology. In response, and to better serve the needs of our readers, the main focus of TFP has changed. The bulletin will consist mainly of articles that review materials for teaching and clinical practice, information about continuing education, and short reports from the society’s committees.

The editorial board hopes that you will find this new issue of TFP to be both informative and useful. We also hope to hear from you and welcome your feedback on how to make The Family Psychologist more relevant to your practice and/or teaching.

Corinne Datchi, Editor

President’s Address:

Marianne Celano, Ph.D., ABPP

Family Psychology and Evidence-based Treatment for Children

In my first presidential column for this newsletter, I recommended that the field of family psychology follow the example of jazz to remain vibrant, innovative, and relevant to each new generation. I suggested that we take the initiative to expand our consumer base in part by demonstrating the distinctiveness and utility of a systemic paradigm to psychologists and students who don’t necessarily identify with the family psychology field. I also suggested that we develop and nurture young “talent,” the students and Early Career Psychologists (ECPs) who will advance the family psychology field forward over the next several decades. It is these two goals that drive many of the activities planned for the Division 43 program at the APA convention in August.

Relevance of Family Psychology to Child Psychology Practice

As a psychologist who treats children, I have always been drawn to the literature on family interventions for children and adolescents with mental health problems. I’ve learned about the development and dissemination of evidence-based
family intervention models to treat adolescent substance abuse (Liddle, Rowe, Dakof, Henderson, & Greenbaum, 2009) and conduct disorder (Woolfenden, Williams, & Peat, 2002). However, some evidence-based psychological treatments for children are not explicitly or even primarily systemic, including a host of parenting training programs and cognitive-behavioral approaches. How do we integrate these “tried and true” approaches with a family systems perspective to optimize treatment outcomes for the child and family? According to the three-legged stool of evidence-based practice (APA, 2006), the family psychologist’s own theoretical paradigm simultaneously complicates and enriches the application of science to treatment of children with mental health problems.

I have recently completed training in Parent Child Interaction Therapy (McNeil & Hembree-Kigin, 2010), and I’m in the process of training in Trauma-focused Cognitive Behavior Therapy (Cohen, Mannarino, & Deblinger, 2006). PCIT has proven efficacious in treating disruptive behavior disorders among 3- to 7-year-old children, and TF-CBT has demonstrated efficacy in reducing trauma-related symptoms among 3- to 18-year-old children with PTSD. Both of these therapies are manualized, evidence-based treatments that include family interventions and are based in part on theory and/or science related to family processes. However, neither is systemic in the sense that intervention strategies are based on a systemic formulation of the presenting problem for a particular family. In the case of PCIT, the therapist coaches one parent at a time to demonstrate positive communication and consistent discipline toward a single child. With TF-CBT, the therapist works individually with the child and parent to teach affect regulation and cognitive processing strategies in preparation for the exposure component; later, the child and parent meet together with the therapist to review and process the child’s written trauma narrative.

While neither PCIT nor TF-CBT describe how a systemic formulation can guide the selection and application of specific treatment components, both can be implemented within a systemic framework. In fact, if the therapy is not implemented within a systemic framework, treatment may fail or families may terminate therapy prematurely. Consider the example of a family referred for the daughter’s alleged sexual abuse by an adult cousin. The child’s divorced parents participated in the TF-CBT, but the stepfather did not. The child made progress in learning affect regulation and coping skills, but her symptoms did not diminish, in part because she enjoyed seeing her parents, previously estranged from one another, united in their commitment to support her therapy. The stepfather, not included in the therapy at the mother’s request, eventually felt threatened by what he perceived to be the rekindling of the mother’s closeness with her unmarried ex-husband, and put a stop to the treatment. In this case, failure to consider the systemic implications of who participated in TF-CBT contributed to the family’s premature termination.

In another example, a single mother and her 4-year-old daughter participated in PCIT to reduce the daughter’s oppositional behavior. As the mother did not have child care for her 5- and 7-year-old sons, she brought all three children to each coaching session. Given the older children’s behavioral problems (likely due in part to the same parenting practices targeted by PCIT), they could not be left alone in the clinic waiting room. The two boys joined the therapist in the observation room, from which all three could observe (via one-way mirror) and hear the mother and daughter in the adjoining playroom. Faced with the challenge of coaching the mother’s behavior with the older siblings present to hear every correction and instruction, the therapist chose an approach that wouldn’t undermine the perceived authority of the mother. She explained to the boys that she and their mother were working together (via walkie-talkie) to help their sister learn how to “play nicely” (e.g., share, take turns) and clean up her toys. The boys were asked to help by telling the therapist every time their sister used a “big girl voice” or demonstrated a desired social behavior (e.g., sharing).

These examples show how a nonsystemic evidence-based treatment can be implemented within a systemic conceptual framework, as well as the cost of failing to consider systemic implications of the therapy. Of course, there are several ways to integrate a systemic paradigm with a nonsystemic evidence-based model. Some psychologists achieve this integration by having different treatment components provided by different clinicians, either simultaneously or sequentially. For example, one clinician can implement a behavioral protocol for nocturnal enuresis while another conducts family therapy to promote positive parent-child interactions. However, such an arrangement is
usually impractical, expensive, or conceptually messy. After all, the same family processes leading to negative parent-child interactions may impede successful resolution of the enuresis. A more parsimonious and efficacious approach is to implement the evidence-based treatment under a systemic umbrella. Doing so not only allows us to practice within our specialty of family psychology, but also gives us creative license to tailor an evidence-based model in the service of successful patient outcomes.

Relevance of Family Psychology to Implementation of Evidence-based Treatment

Successful implementation of evidence-based psychological treatment within an organization may be impeded by systemic factors unrelated to a particular case. Family psychologists are uniquely positioned to resolve implementation problems to the mutual satisfaction of all parties. At a PCIT conference I recently attended, a presenter told the story of an agency that experienced difficulty in implementing PCIT due to objections from some of the clinicians. Evidently the clinicians doing trauma-focused therapy thought the Time Out (TO) procedure used by the PCIT clinicians was “traumatizing” for the children, especially those who had experienced abuse or neglect. The speaker explained how the TO procedure is safe for children and does not constitute trauma. She also provided a compelling rationale for why implementation of the TO procedure during PCIT is necessary to reduce externalizing behavior.

Although the speaker’s points were convincing, they didn’t address the systemic aspects of the complaint made by the trauma-focused therapists. These clinicians may have objected to the TO procedure because they themselves were abused or neglected, but more likely their complaint was rooted in a system that pits child advocates against practices of the local statutory child protection agency or law enforcement, or against broader cultural influences. No matter how logical the argument for TO may be, trauma-focused therapists will probably stand firm in their belief that the clinic should be a “safe” place, where children shouldn’t fear punishment or abandonment, and where patients and visitors shouldn’t hear children crying in TO from behind closed doors.

A family psychologist consulting in this case might offer to bring the two camps of therapists together to better understand both models of treatment, and to reach some reasonable compromise, such as better soundproofing for PCIT sessions, or appointment scheduling changes to prevent non-PCIT patients from exposure to crying from PCIT patients in TO. Even more important, the family psychologist would suggest the goal of increased collaboration and integration of these two evidence-based models in the service of improved clinical outcomes for the families seeking treatment.

Translational Science in Evidence-based Family Treatments: the New Frontier

Family psychology has come a long way. Over the past three decades, family psychologists have developed and tested family interventions, supporting their efficacy in treating a number of child-focused problems (Carr, 2009). What is the next frontier for translational scientists in family psychology? What “cutting edge” topic will inspire ECPs in family psychology research for the next four decades? I believe that the primary translational science challenge for our field is the process of updating and transporting evidence-based family treatment models to community practice settings. On the front end, we need to update or enrich these models with new research findings in family psychology; on the back end, we need to develop procedures to help clinicians implement these increasingly complex models in “the real world.”

The Presidential address at the APA convention in August will discuss the translational science challenges of complex evidence-based family therapy models. “Evidence-based family therapies: Successes, failures, and next steps,” will be a panel discussion among two model developers and researchers, Thomas Sexton (Functional Family Therapy) and Howard Liddle (Multidimensional Family Therapy), and a basic science researcher, Elizabeth Skowron, who investigates physiological processes associated with positive and negative parenting among maltreating and nonmaltreating mothers. Panel members will discuss the following questions: (a) How can we integrate empirical findings on core basic science topics such as parenting practices or developmental neuroscience into these models without compromising their capacity to be taught and performed by front line therapists? (b) How is the dialectic between model complexity and model adherence understood, managed, and resolved? I am
looking forward to this exciting presentation, and hope that other Division 43 members will pose additional questions and participate in the discussion as well.

References

Division 43 Executive Officers’ Address:

Vice President for Practice:
Ruth Morehouse, Ph.D.

Greetings!
Division 43 has Some Exciting Learning Opportunities to Share with You

Early Career Professionals Case Consultation Program
Calling all Early Career Professionals in Division 43! We greatly appreciate the passion and enthusiasm that ECP can bring to our organization and want to offer you an opportunity to enhance your clinical skills and receive some valuable consultation while participating in group discourse regarding your clinical cases and questions. In that spirit, we are going to be offering 2 case consultation groups for ECP members or psychologists who obtained their final degree less than 9 years ago. The focus of the consultation group will be on the integration of sexual and marital therapy and on addressing sexuality issues in a family systems approach. This could include individual, couples, family, group therapy, psycho-educational groups or adolescent therapy. There is no cost if you are chosen to be a participant, other than your specific cost for your telephone service in your location or telephone plan.

Potential topics could include the following:
- Developing greater comfort and professionalism in exploring sexual issues and problems in therapy even if you have not been trained as a sex therapist
- Current trends in sex therapy
- Impact of medical problems and pharmacology on sexual functioning
The focus of the consultation group will be on the integration of sexual and marital therapy and on addressing sexuality issues in a family systems approach.

• Developing healthy sexuality following history of sexual abuse
• The politics of sexual desire
• Dealing with adolescent sexuality as it emerges in general family therapy
• How issues of self impact sexual functioning in normal couples
• Using sex as an elicitation window into broader relationship functioning
• The self of the therapist

Participants will contribute to the process by submitting at least one written case description for consultation and by reviewing and commenting on others’ cases which will be sent to all members of your group in a timely fashion. Both consultation groups will be conducted by me, Ruth Morehouse, Ph.D., ASSECT Certified Sex Therapist (Diplomat status). I have gained extensive experience in providing case consultation by teleconferencing over the last 20 years.

The group will meet for 7 sessions, at a specified time, which will be the same each session. These seven sessions will probably occur over 8-9 months due to travel schedule. The sessions will be two hours in length. One group will be a morning or day session, and the other group will meet in the evening. If accepted you will be in one group or the other. Possible times are 2nd Tuesday of the month 9-11am; 2nd Wednesday of the month from 8-10am; 2nd Wednesday of the month 12-2pm; 2nd Monday of the month from 6:00-8:00pm; 2nd Wednesday of the month from 7-9pm. All of these times are in Mountain Time. You should make the conversion to your time zone. Participants are expected to attend all meetings possible. If you are going to miss more than 2-3 meetings, it is probably best for you to apply for a later consultation group.

To Apply for one of these positions in the ECP Case Consultation Group:
• Send a current vita to the email address listed below.
• Include at least one letter of reference from a professor, a colleague, a supervisor, a former or current employer, etc., who can recommend you as a hard-working, curious professional who is seeking to further your clinical skills.
• Write an essay between 200-400 words explaining why you are interested in this program and what your experience has been in terms of training and or practice with sexual issues. How would you use this opportunity to enhance your practice, help your clients, or provide information to other colleagues in your workplace? What are you particularly interested in learning more about in the area of sexuality?
• Include information about your professional status, i.e., licensed psychologist? In current supervision? Do you have malpractice insurance, nature of your clientele?
• Rank order the times listed above. Remember to convert to your time zone.
• Agree that this group is for professional consultation only and should not be considered supervision.
• Send all above information to Ruth Morehouse, Ph.D., ruth@passionatemarriage.com . You can also contact me at this email address if you have questions or by phone at 303-670-2630 to learn more about this offering.
• Deadline for applications is June 22, 2012. Winners will be notified and groups will start in late August or early September depending upon specific dates chosen.
I am thrilled to inform you that the Education Committee (EC) is composed of eight members at different levels of professional development, coming from different parts of the country. The EC members are:

- Stephen Cheung, Professor of Psychology, Azusa Pacific University, Azusa, CA; VP for Education and EC Chair
- Laura Maggio, Ph.D., Chair, Department of Psychology, Springfield College, Springfield, MA
- Kiran Arora, Ph.D., Assistant Professor, University of Massachusetts at Boston, MA
- Karni Kissil, M.A, M.Ed., a doctoral candidate, Department of Marriage and Family Therapy, Drexel University, Philadelphia, PA
- Collie Collier, Ph.D., Professor of Counseling, School, and Clinical Psychology, University of California at Santa Barbara, CA
- Allison B. Hill, a pre-doctoral intern at Emory University Medical Center, Atlanta, GA
- Gina Atencio-MacLean, MA, a second-year doctoral student in Clinical Psychology with an emphasis in Family Psychology at Azusa Pacific University, Azusa, CA
- Kathryn Spaventa-Vancil, a second-year doctoral student in Counseling, School, and Clinical Psychology at the University of California at Santa Barbara, CA

To meet the educational and training needs of our division, the EC formed two subcommittees: the Continuing Education (CE) and Training and Education (T & E) subcommittees.

The CE subcommittee has welcome two new members, Laura Maggio and Allison B. Hill. Other members include: Chris Toby (CE Chair), John Thoburn, Ruth Morehouse, and Stephen Cheung. The CE subcommittee will continue to organize pre-APA conference CE training workshops and Clinicians’ Corner. For example, David Schnarch and Ruth Morehouse will present another training on “Treating Difficult Cases of Sexual and Marital Problems” at the pre-APA convention workshops this August. Moreover, the CE subcommittee is working on three new projects:

1. Co-sponsor training workshops planned by mental health agencies, or clinical/counseling training programs. The CE subcommittee will co-sponsor the agencies or training programs’ CE workshops by reviewing and approving their training for APA CEUs (e.g., 1-2 hours of in-service/grand rounds, or 3-4 hours of training workshops), and by giving out certificates of APA-approved CEUs to their workshop participants for a fee. So far, we are very pleased that Emory University Medical Center and Azusa Pacific University have agreed to co-sponsor training with Division 43 in the spring and fall of 2012.

2. Offer CE credits to the readers of the Society’s journal, Couple and Family Psychology: Research and Practice—The readers of CFPRP will have the option of obtaining CE credits by answering questions posted on our website or printed in the journal. They will receive their CE certificate after paying their CE fees by mail.
Organize local CE workshops on family psychology—The CE subcommittee is discussing the possibility of organizing independent CE workshops for family practitioners. If you have any suggestions on who should organize what sort of training in which local communities, please contact Chris Tobey at cptobey@comcast.net. The CE subcommittee always welcomes your input and volunteer service to our Division.

The Training & Education (T & E) subcommittee comprises Collie Collier (Co-chair), Kiran Arora (Co-chair), Gina Atencio-MacLean, and Kathryn Spaventa-Vancil. The T & E subcommittee proposes that there be ongoing communication among family psychology researchers, teachers, practitioners, and supervisors via the Division's listservs and website. The subcommittee will also provide opportunities for face-to-face conversations in the Division's hospitality suite at the APA convention in Orlando, FL, this August. The following topics might be of interest to you:

- How to teach family psychology and family therapy effectively
- Positive Psychology-infused Family Therapy
- Process Research in Family Therapy
- School-based Family Psychology and Family Therapy
- Your Suggested Topics

If you are interested in discussing various topics of interest to you with other family psychologists, please contact Collie Coloney at cconoley@education.ucsb.edu, or Kiran Arora at Kiran.Arora@umb.edu. Certainly, the T & E subcommittee would always welcome your input and service to the subcommittee and the division.

This is a snapshot of what the EC and its subcommittees are cooking for you. I'd very much like to hear from you about your opinions on the educational and training needs of our division. Please email me at scheung@apu.edu or call me at 626-815-5008 ext. 5206 about your input. I'm looking forward to hearing from you soon!

Vice-President for Public Interest & Diversity:
Gonzalo Bacigalupe, Ed.D., MPH

A Grieving Daughter’s Search for Belonging
Kiran Arora, Ph.D.

I have invited Dr. Kiran Arora to write a column about her personal and poignant experience of grief and loss. Although her story is culturally specific, it resonates with those of us who are members of transnational families. It also highlights the compounded nature of grief and loss for families who are separated by geographical distance. It also says something about the power of narratives and the importance of reconnecting with the place we call “home”. Thanks, Kiran, for sharing your story and for inviting others to share their own.

A child of Indian immigrant parents, I have grappled with my sense of belonging over the course of my life. However, this was intensified a year ago when my father died suddenly, forcing me to consider the historical and cultural stories connected to him, which informed my identity and place in the world. In my practice as a family therapist, I have explored the multitude of stories families hold in relation to the deceased, including stories of the manifestation of grief and continuing
bonds to the departed. In this article, I tell the story of my loss that occurred a year ago, and of belonging which emerged while performing my father’s final rites in India 10 months later.

Grief and Disruption

While the initial shock of my loss began to fade, I was faced with my suffering that only seemed to intensify with time. All of a sudden, I felt knocked off my center. Who was I without my father and where did I belong? All the confidence I held around my identity as a transnational person and my place in the world, I now questioned. My father who was born in pre-independent India (now considered Pakistan) had left his native land and made a home in Thailand and eventually Canada. My mother also migrated from India and continues to live in Canada. My own journey involves a continental love affair between Canada and the United States. We hold multifarious relationships that span political borders. Although my family and social connections with those in Canada, the United States, and India were fairly strong, I suddenly felt unsure of where “home” was for me. I had always felt most at home when in India, however my Canadian nationality and infrequent visits added to the complex and strained relationship I had with the country and with my Indian identity. My father maintained his ties with his ancestral home with frequent visits and I relied heavily on his storytelling of the visits. But that had all changed.

Over several months I became in touch with a deeper sense of my suffering. As the expressions of my grief became more pronounced, I couldn’t help but wonder whether I’d feel peace and joy again. Further, I started to increasingly feel displaced when I visited family in Canada and while I lived in the United States. The thread that I hung on to dearly was my belief in allowing one to express suffering and the faith that new meaning would be developed out of this phase of my life. This is the gift that the families I worked for had given to me time and time again.

Going Home

Ten months after my father’s death, my family and I decided to take his ashes to the town of Kiratpur Sahib in India in what would be a final ceremony for him. A historical Gurudwara (place of worship for Sikhs) stands on the banks of the Sutlej River. Here, my father’s ancestors as well as other Sikhs through time have had their ashes dispersed. Sure that I was on the verge of feeling peace again and that it involved leaning into the intensity of the moment, I chose to carry my father’s ashes through the Gurudwara complex and towards the edge of the river. Mindful of the enormity of this ritual and all that it could possibly mean for my family, I walked solemnly yet confidently clutching tightly to that which had given my life meaning and purpose. It was in that moment that I realized not only had we brought my father home, but I had also come home. McGoldrick (2008) describes home as a place where “we could own our cultural heritage and not have our deepest stories denied” (p. 100). My “home” was comprised of not only this physical locality but also of the cultural legacies of my people that touched this locality. Here my ancestors had embarked on their final journey towards God and liberation, a belief that Sikhs hold dearly. As I looked down the edge of the river I saw several others who were holding ashes of their loved ones, performing similar ceremonies. I shared this home with them as well. I will also share my home with those who came before me and those who will come after me with their own stories of grief and loss.

As my father’s ashes were poured into the Sutlej, I found the strength and courage to stay connected to him. My determination in keeping him in my life as an internal source of strength was intensified. I ended that difficult day with a renewed commitment in exploring the lives of my ancestors who touched my father’s life and ultimately continue to touch mine. Stories have a way of living beyond one’s death (Freedman & Coombs, 1996). Embracing the multiple stories that my life was embedded in the day I was born has allowed me to understand myself in relation to my father. This transformation from suffering to healing was possible through embracing stories of those who had been touched by loss at the banks of the Sutlej.

References


1Kiran Arora, Ph.D., is Assistant Professor at the Family Therapy Program, Department of Counseling and School Psychology, University of Massachusetts Boston. She can be contacted at kiran.arora@umb.edu
Let Division 43 Show You How to Make the Most of Your Conference Experience

Spring is here, which means the APA Annual Convention is not far off! This year, the convention will be held August 2-5 at the Orange County Convention Center in Orlando. If you have ever been to the APA Convention, you know that it can feel overwhelming, particularly as a student or an early career psychologist. There are so many presentations and networking events, it can be hard to determine where you should be... and when. The American Psychological Association is interested in making the convention feel smaller and more intimate to the attendees. It is in that spirit that I am devoting this column to highlighting information about Division 43-related activities that students and early career psychologists may find helpful.

To start, I would like to introduce my Student Committee who will be working with me for the next two years on how to get students and early career psychologists involved in Division 43. Lisa Battle is currently pursuing her Ph.D. in Psychology with a concentration in Counseling Psychology at Tennessee State University in Nashville, TN. Lisa’s research interests include childhood exposure to family violence, women work-life balance, post-traumatic growth as it relates to social support, and mentorship. Kelci Flowers is a 4th year doctoral-level graduate student in the Clinical Psychology Ph.D. program at the University of Georgia. Kelci’s primary research interests include understanding influences in risk and resilience for the development and maintenance of psychopathology among African Americans. Jennifer Serico is a fifth year doctoral student at Drexel University in Philadelphia. Jennifer’s clinical and research interests are primarily focused on evidence-based assessment and treatment for at-risk, underserved children, adolescents, and their families. She will continue her training at the APA-accredited predoctoral internship at the Delaware Division of Prevention and Behavioral Health Services/Terry Children’s Psychiatric Center. Lisa, Kelci, Jen and I are working hard to get ready for the conference and want
For the first time, Division 43 has offered a Convention Travel Award for Students. Two students who are members of Division 43 are being selected to receive additional funds to offset the costs of traveling to the APA Convention. This travel award was initiated to encourage attendance and increase student representation at the convention. Preference is given to applicants who are first time attendees, and those who demonstrate interest and/or experience in Division 43 activities. Additionally, Division 43 is offering a Student Research Award to students who are presenting first-authored posters at the APA Conference. The winner will receive a stipend and the opportunity to publish a summary of his or her work in an upcoming issue of The Family Psychologist. Please look at the Students Section of the Division 43 website for more information: http://www.division43apa.org/students.

Division 43 will also be offering a Hospitality Suite throughout the entire convention. Certainly stop by to say hello, and let me know if you would like to help out with activities in the suite. Additionally, I will be hosting a Student Reception in the Hospitality Suite, so please stay tuned for details! Finally, the Education Committee is planning to host some group sessions in the Hospitality Suite on various topics in family psychology. Make sure to read Dr. Stephen Cheung’s column in this newsletter to learn more about these opportunities.

Go ahead and mark your calendars for Friday, August 3 at 6pm, as Division 43 will be hosting a Social Hour in a convention hotel to be named. This is a great opportunity to learn more about the Division and make new connections. Representatives from internships and postdoctoral programs with an emphasis in family psychology will be present at the Social Hour to talk with you about training opportunities. The recipients of the Student Travel Award and Student Research Award will be acknowledged during the Social Hour.

Before the social hour, Division 43 will host a Speed Mentoring Event. The goal of this event is to provide a venue and a structured method for students and early career psychologists to meet prominent psychologists in family psychology. Our hope is that in the process, the seeds for beneficial mentoring relationships with them will be planted. This mentoring event will take place just before the social hour; psychologists Michele Harway, Ruth Morehouse, Gonzalo Bacigalupe, Barbara Fiese, Stephen Cheung and Marianne Celano along with others will be there to meet you, exchange contact information, and discuss training and networking opportunities.

You should know that the APA is hoping to make its conventions more beneficial and the opportunities more accessible. As such, we want to tailor the events planned to maximize their interest and your time. I know that it can feel like there are too many opportunities that often compete with each other, but planning in advance can help. In the coming weeks, there will be announcements on the student listserv about conference events; if you have not already joined that list, please consider doing so. In order to join, email listserv@lists.apa.org with nothing in the subject line and this only in the body of the email “Add (listserv name) (requestors email) (requestors name).” Here is an example: “Add Div43students jsmith@apa.org John Smith.” Another way to join is to visit lists.apa.org and create an account, from there, you can choose from several listservs to join. Additionally, please feel free to reach out to me personally if I can answer any questions for you before or during the convention.

For those of you who are not planning to attend the convention, we want to encourage participation in Division 43 outside of August 2-5, as well. Division 43 is working to make its website more accessible and helpful to students and early career psychologists. In April we will be posting a list of internships that are strong in family psychology training.

We are looking forward to a great convention and a great year! As always, if you would like to get involved in the division or help with the events at APA, please feel free to contact me at Allison-BinnickerHill@gmail.com.
Elections 2012

Candidate Statements

President-Elect:

Stephen Cheung, Psy.D.

I am honored to be nominated to run for President of Division 43. I have been active in Division 43 for many years. Within the division, I have served as the hospitality suite co-chair (2000), the convention program co-chair (2001), a program proposal reviewer (2000-2012), the membership chair (2006-2011), and Vice President for Education (2011-2012).

For twenty years, I have been practicing, supervising, and teaching family psychology; I am therefore fully committed to its clinical practice, education, and research. In the first twelve years after my doctorate, I served as a family psychologist and program director in the adult, children and family services of a very large, multicultural, and multidisciplinary mental health center in Los Angeles. In my position as a program director, I learned to organize teams of professionals effectively in order to deliver culturally competent mental health services to meet the complex needs of underrepresented and underserved populations. I brought these experiences and skills to Division 43. For instance, as the Membership chair for five years (2006-2011), I collaborated with several membership committee members, vice-presidents, and presidents to focus on recruiting, retaining, and serving division members. Although the APA membership has continued to decline across all divisions in the past ten years, the number of Division 43 members has increased in two consecutive years, 2007 and 2008, while I was the membership chair.

In the past twenty years, I have provided and organized training at different levels of family psychology education. For example, I have been a founding member of the Consortium on Asian American Mental Health Training in Los Angeles, which has been providing annual training conferences with APA approved Continuing Education Units (CEU) to licensed mental health professionals for seventeen years. Within the same time period, I have presented on numerous topics in family psychology at the APA conventions and some international conferences; I have also taught graduate courses in family psychology and psychotherapy part-time in several educational institutions. I am now Professor at Azusa Pacific University (APU), where we offer an APA-accredited Psy.D. program in Clinical Psychology with an emphasis in Family Psychology. Aside from teaching and mentoring students, I coordinated our Psy.D. students’ practica as their associate director of clinical training for four years. In the past two decades, I have focused my research and scholarly activities on immigrant mental health and the integration of modern psychotherapy approaches with postmodern ones in treatment. My recent publications include a book chapter on solution-focused brief therapy in Bray and Stanton's (2009) Handbook of family psychology, Asian American immigrant mental health: Current status and future directions in Jean Lau Chin’s (2009) Diversity in mind and in action, and Strategic and Solution-focused couples therapy in Michele Harway’s (2005) Handbook of couples therapy.

As Vice President for Education in the past year, I have recruited members representing different
levels of professional development across the country to our newly formed Education Committee (EC). The goal of the EC is to meet the diverse educational needs of the division through teamwork. In order to reach this goal effectively and efficiently, I have further organized a Continuing Education (CE) subcommittee and an Education and Training (E & T) subcommittee to plan and provide specific services.

If elected President, I will bring my experiences and skills in organizational management, clinical practice and supervision, as well as in teaching, training, and research to serve the division. I will focus on three things. First, I will continue to plan and provide continuing education opportunities for family psychology students, early career and senior psychologists. I will organize conversation hours for family psychology researchers, practitioners, educators, and trainers at the APA convention and via various modern technological devices (e.g., Skype, web-based portal, etc.) throughout the year. Second, I will launch a special initiative in recruiting early career psychologists (ECPs) and involving them in various division committees, subcommittees and projects with seasoned family psychologists on an ongoing basis. This kind of consistent mentorship and collaboration will help to develop our next generation of family psychologists. Third, to further establish our professional identity, I will reach out to other APA divisions and committees as well as other psychological organizations such as the National Council of Schools and Programs of Professional Psychology (NCSPP) in order to educate them about what we do as a society and as a profession. I will always look for collaboration opportunities that will promote the field of family psychology.

President-Elect:

Erika Lawrence, Ph.D.

It is an honor to be nominated for President of the Society for Family Psychology. Throughout my professional career I have identified first and foremost as a family psychologist, whether as a practitioner (in my couple and family therapy practice), educator (teaching relationship and family courses at the undergraduate and graduate levels, conducting a couple and family therapy practicum), researcher (conducting basic and applied research to better understand and improve the lives of couples and families), or public policy advocate (collaborating with judges and victims’ advocates to improve services for victims of domestic violence). Across all of these roles there is one common thread: my identity as a family psychologist.

Over the years I have chaired or co-chaired several Division Committees, including the Student Research Award Committee and the Couple and Family Processes in DSM Committee. For the last 4 years I have served as VP of Science. When I began my tenure on the Board I identified several goals. First, I sought to establish a formal mechanism for public dissemination of our identity and contributions as family psychologists. Former Division President Tom Sexton embraced this goal, and today we have a beautiful new website that clearly articulates our identity and our importance as family psychologists, and comprises regularly updated information for the general public and for our colleagues. I am proud of this work and honored to be integral to seeing it come to fruition. Second, I sought to enhance understanding and communication between family psychologist researchers and practitioners. In service of this goal, former VP of Practice Deborah Cox and I devoted several issues of The Family Psychologist to articles on this topic, and organized and facilitated productive discussions at the Convention each year.

If elected President, I have three goals I would pursue:

**Goal #1: To increase the visibility and status of our Society.**

Our membership is too large, too passionate, and too productive not to play a larger and more important role in APA. Family psychology is at the center of health psychology, child and pediatric psychology, clinical psychology, multicultural psychology, and family violence, to name but a few domains. One way to accomplish this goal is to establish an External Nominations Committee that would be charged with identifying and formally nominating Division members for prestigious APA awards and APA Task Forces. To provide just one example: Incoming APA President Donald Bersoff has chosen psychology in the military as one of his key projects. The role of families in the military is obviously a critical one and our own Division members are at the forefront of this work nationally and internationally. We should absolutely have a seat at the table, possibly even chairing this Task Force. Another example: Family violence and the role of families in medical
settings are two more domains in which our members are experts. We should be at the table when it comes to lobbying for community resources, educating funding agencies about the importance of families in research and counseling services, and educating APA itself about the central role of family psychology in everything APA values.

**Goal #2: To improve communication and collaboration among Division members.**

We comprise practitioners, researchers, educators and public policy advocates, and many of us wear more than one of these hats. More importantly, we are all family psychologists working toward the same goals and embracing the same world views. I wish to increase communication among our members, help us identify points of unity, and bring together our multiple and diverse strengths to help individual members achieve their goals and to increase the visibility and status of our Division as a whole.

**Goal #3: I will increase communication between the Board and the membership.**

Throughout my tenure on the Board I was so impressed with the passion and work accomplished by Board members. However, the laudable work by the Board was not always communicated to the rest of the membership. I would like to see Board members identify 2-3 annual goals, hold monthly conference calls, and share the progress made on these goals with the membership. Moreover, we have many members who have expressed a desire to be more actively involved in achieving Division goals and in serving the discipline of family psychology at a national level. By regularly informing members about ongoing Division projects and opportunities, we could capitalize on our large, knowledgeable, energetic membership to accomplish our goals and achieve the status and visibility our membership deserves.

**Treasurer:**

**Steven Del Chiaro, Psy.D.**

I am truly honored for the nomination for the position of Treasurer for the Society for Family Psychology. I have had the pleasure of being involved with Division 43 since 1999. I have served for two years as the National Student Representative, assisted with the Hospitality Suite at the San Francisco Convention and served as the Hospitality Suite Coordinator.

I earned a PsyD in Counseling Psychology from the University of San Francisco and have been on the faculty of the Department of Psychology at San Jose State University (SJSU) for the past six years. During this time I have been selected twice to address the psychology students at the annual convocation and received the AS55 Award for Service and Commitment as a faculty member. I advise and monitor the budget for the psychology coalition, which is comprised of the psychology club and Psi Chi. I have recently accepted the position of Associate Director of the Peer Mentor Program and MUSE, which are programs designed for student retention. In addition to my work at SJSU, I serve as the director for the undergraduate psychology program at John F. Kennedy University at the Campbell Campus and am an Associate Professor. At this branch campus I am responsible for the day-to-day operations of a psychology completion program. These positions have helped me learn to balance different positions and work with diverse budgets and budgeting issues.

In addition to my work in academia, I am completing the process to be licensed as a psychologist in the state of California (knock on wood) and work primarily with sheriff and correctional officers. In this setting, I have found my training and experience in working with the Society for Family Psychology invaluable, as I work mostly with the officers and their families.

If elected to this position I hope to continue the standards set forth by past treasurers through successful management of the Division’s finances, keeping accurate records, and making timely reports. One way in which I would complete this is by working with Division leaders to develop and adhere to a budget that would support the division, but not deplete its resources.

Thank you for your consideration and for this honor and opportunity.
Treasurer:

Robert K. Welsh, Ph.D., ABPP

Two years ago I inherited a very healthy and well-managed budget from former treasurer, and current President, Marianne Celano. Thanks to the collective vision and commitment of the Board to adopt a long-range fiscal plan and significantly cut spending, the financial profile for the Society for Family Psychology continues to be strong. At the beginning of my term as Treasurer, the Division, under the leadership of President George Hong, took a well-calculated risk to start a new peer-reviewed journal through the American Psychological Association. By now you have already received your first issue of *Couple and Family Psychology: Research and Practice*. As Treasurer I was appointed to the Journal Finance Committee, which is a committee that oversees the financial aspects of the journal. The committee estimated that it would take two to three years to see a profit from the journal. The journal will be an important source of income for the future of the Society. Accordingly, I am running for a second term as Treasurer to provide continuity during this important transitional time.

I have been a member of the Society for Family Psychology for eight years and have been actively involved for six. My initial involvement with Division 43 was as coordinator of the recertification application for Family Psychology to be recognized as a specialty practice through the Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP). I am also a representative to the Family Psychology Specialty Council. I am a Professor and Chair of the Department of Graduate Psychology at Azusa Pacific University. As part of my departmental responsibilities I serve as Program Director for the PsyD in Clinical Psychology, which has a strong emphasis in Family Psychology. I am deeply committed to promoting systems thinking in professional psychology through teaching, training, and scholarship and look forward to serving the Division in the role of Treasurer if elected for a second term.

VP for Education:

Caroline S. Clauss-Ehlers (aka CC), Ph.D.

It is an honor to be nominated for the position of Vice President for Education for Division 43, the Society for Family Psychology. I am an Associate Professor of Counseling Psychology at Rutgers University. During my 2012 sabbatical, I have a dual appointment, serving as Visiting Special Assistant to the President of Mount Holyoke College and Special Assistant to the Executive Director of the Jack Kent Cooke Foundation.

As Vice President for Education, I will emphasize the role and importance of family psychology as a body of knowledge that can be applied to both public policy and clinical work. I will collaborate with the Division to organize educational initiatives that further others’ awareness of family psychology, working to support a national dialogue about contemporary issues that have an impact on families.

I am a licensed psychologist, researcher, and teacher who trained in the scientist-practitioner model at Columbia University and the NYU Bellevue Medical Center. My clinical and community-based work has focused on children and families, with a special emphasis on multicultural and immigrant issues. At Henry Street Settlement’s Community Consultation Center, I helped develop the Parent Center, a place where parents could seek both professional advice and peer support. It provides a sense of community where parents learn that their parenting challenges are similar. My research involves the effects of such interventions on parenting style, as well as the role of culture in resilience and identity development.

My teaching has taken two distinct and successful paths that will inform my work as Vice President for Education. As an academic who works with undergraduate and graduate students, I focus on family systems, both in theory and in clinical practice, as well as on multicultural issues. I am the editor-in-chief of *The Encyclopedia of Cross-Cultural School Psychology*, as well as the editor or author of several other books and professional journal articles.

Outside of academia, I have worked as a print and broadcast journalist focusing on child development and family issues. Most of that work has been in Spanish, including several years as a columnist for *Hoy*. In 2004-05, I received a Rosalynn Carter
Mental Health Journalism Fellowship, the only academic to have received that fellowship. I now serve on the program’s advisory board.

I have been fortunate to have wonderful mentors throughout my career. Their support has had an enormous influence in my life and professional goals. Through my own experience as a mentee comes the commitment to mentor others. The role of Vice President for Education is a wonderful opportunity to encourage mentoring among Early Career Psychologists (ECPs) and students interested in family psychology. There are many ways that the Division can reach out to both graduates and undergraduates who are interested in this field. I would collaborate with the Division to further mentoring and look at ways that we can support the next generation of family psychologists and Division members.

As the Chair of the 2011 Division 43 Student Research Award Committee, a key focus was to publicize the award to students, encouraging students to submit their work and have it acknowledged. Similarly, as the new editor of the Journal of Multicultural Counseling and Development, an overall goal is to provide constructive feedback to authors, thus mentoring the work of ECPs and students. As Vice President for Education, I would support this initiative and examine the possibility of expanding to have two awards: a Student Graduate Research Award and a Student Undergraduate Research Award. Outreach to undergraduates provides support and mentoring at a critical time in their academic development.

I will strive to identify key educational initiatives we can pursue over the next two years. Family psychology is a critical area of professional practice, research, teaching, and consultation. The underlying systemic approach helps us view work with families and individuals within a larger, ecological framework. This ecological approach is critical to understanding contemporary family experience when stressors are high and there are many definitions of family. Providing educational forums for current and future members is a way to promote awareness, understanding, and skill. It would be an honor to contribute to this effort with Division 43.

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**VP for Education:**

**Susan Regas, Ph.D.**

I am honored to be a nominee for Vice President for Education of the Society for Family Psychology. I am committed to the mission and promise of family psychology as a fundamental specialty orientation. This is an important time in the history of Division 43 and improving the training in family psychology doctoral programs, internships, and post-doctoral education, as well as continuing education of psychologists constitutes a primary goal of our Division.

I am uniquely qualified for this position. I have been a Professor at the California School of Professional Psychology for 25 years where I have been instrumental in establishing the Family and Couple Clinical Psychology Emphasis where students learn about human behavior, psychological assessment and intervention from a systemic perspective. In light of the current national shortage of psychology internships and post-doctoral clinical training, my colleagues and I recently developed a new family psychology training site at the Ronald McDonald House. I serve as training director. We support families from all over the world who live together in one house while their seriously ill children are treated in local hospitals. In addition, I maintain a private practice dealing with relationship and sexual problems. Within Division 43, I am a Fellow, past hospitality suite chair, and present convention program chair.

One need only scan their daily news feed to notice the prevalence of relationship and sexual problems, divorce, family violence, and other challenges faced by families in our contemporary world. Relationship concerns are often the number one reason for seeking mental health services. We do not have enough doctoral level family psychologists to perform the needed work. In order to meet societal requirements and for our field to prosper, we need additional programs devoted to training psychologists in rigorous research, intervention, supervision, and teaching steeped in the couple and family psychology specialty. I want to provide a forum for sharing best practices in order to sustain, enhance and develop family psychology curriculum, faculty, and training.
sites. We must also exchange ideas on how to effectively address the inevitable tension that exists between systems thinking and individualistic psychology programs. Most importantly, as a result of a larger number of more substantial family programs, full APA accreditation of family psychology doctoral programs must be the next step toward securing our future.

I will take responsibility for making state of the art materials and resources in an ever-evolving field available to members in order to strengthen doctoral, post-graduate, clinical training, and continuing education. These materials must be relevant to researchers and practitioners, as well as professors and students. Our Division 43 website must be an easy to navigate tool for accessing recommended training tapes, books, articles, marketing and practice tools, core and elective course syllabi, teaching assignments and exercises. We need a continuously updated collective resource base.

Division 43 must continue our efforts to educate family psychologists to work in a multicultural/international world. I want to pay special attention to an inclusive view of diversity in terms of nationality, race, ethnicity, age, gender and gender identity, sexual orientation, ability, socioeconomic status, and religion. We need a more inclusive view of what constitutes a normal family. Consequently, training must also address the personal development of the psychologist. Our educational resource base must provide members with a forum that supports multicultural and international perspectives in family and couple courses, research and clinical practice. This will result not only in increasing Division 43 member multicultural competence, but also hopefully provide all members with a welcoming home to discuss and dialogue about diversity issues important to them.

The Society for Family Psychology must also have a well-organized, effective and comprehensive CE program using both online and traditional educational platforms to deliver information and services. Psychologists today need skills and expertise in various knowledge areas of family psychology. I am committed to providing early career psychologists as well as others with a state-of-the-art educational curriculum clearly articulating essential training in order to obtain a particular expertise. These CE courses need to be developed and once offered, assessed for their effectiveness.

Finally I want to work closely with colleagues to educate the public about the comprehensive and high-quality work of family psychology. Raising awareness of the value of family psychology in studying and promoting healthy relationships is essential. The public must learn that they can look to well-educated family psychologists prepared to work in our increasingly diverse society, with a wide range of relationship-related concerns, and at all stages of the family life cycle.

**VP for Public Interest & Diversity:**

**Joseph M. Cervantes, Ph. D., ABPP**

I am honored to be nominated for Vice President for Public Interest and Diversity of Division 43. My professional commitment to children and families dates back to my graduate school days where a strong conceptual base in families and community mental health were a critical aspect of my learning. For anyone that either studies families in research or works with families in clinical practice, one quickly learns that families are a complex, interpersonal social system that defines the uniqueness of communities across the country. The interplay of gender, culture/ethnicity, socioeconomic status, sexual orientation, religion and spirituality, and ableness, for example, are all significant parameters that help to contextualize the resilience of these social units.

I have aligned with the identity of a family psychologist long before such an identity existed within the APA structure. My practice as a child and family psychologist for over thirty years has refined my sensitivity to this client population as well as my seasoned investment in how families have played a salient role in the shaping of society. This shaping has been influenced early in my career in clinical practice with Latina/o families, military families, and American Indian families. As I advanced professionally, this experience served as a relevant building block to teaching life span development with an emphasis on family psychology and family therapy courses at my university (California State University, Fullerton).

Beyond my membership at APA, which goes back to my graduate student days, I have also been involved in the Task Force that helped construct the first Guidelines for Providers of Psychological Service to Ethnic, Linguistic, and Culturally Diverse
Population with the Office of Ethnic Minority Affairs (American Psychological Association, 1993). More recently, I was a board member and subsequently chair of the Committee on Ethnic Minority Affairs (CEMA) (2006-2008), and was President of the National Latina/o Psychological Association (NLPA) from 2007-2009. In addition, I have Fellow status with Division 12 and Division 45, and am a Consulting Editor for two APA journals: Couple and Family Psychology: Research and Practice; Cultural Diversity and Ethnic Minority Psychology.

As a nominee for Vice President for Diversity and Public Policy, my interest is in combining issues of diversity with spirituality. There is unique richness in understanding the core religious and spiritual belief systems of individuals particularly as diversity is a salient aspect of this dialogue. It is this element of culture and spirituality that I would like to bring to this elected position. As a family psychologist, I would like to acknowledge the roles that ethnicity and spiritual belief systems have on the developmental process, the values and traditions that are either an undercurrent of one’s functioning, or a direct referent to one’s behavior, and the importance of having this awareness in one’s professional practice. Discussions of religion and spirituality and ethnicity and culture have not been well intertwined and subsequently, these conceptual frameworks have been treated as separate, perhaps equal, but not interrelated very well (Cervantes & Parham, 2005).

I would like to promote the opportunity for meaningful dialogue that allows the following goals to emerge during a proposed tenure in this elected position:

• Increase awareness about the role that ethnicity, culture and spirituality play in the well being of families.
• Acknowledge within the family psychology literature, how spirituality is interrelated within familial units even where this theme seems to play little to no role.
• Increase the voices of those professionals who work with families and can speak directly about the interface of ethnicity/culture and spirituality.
• Lay groundwork for the development of guidelines that integrate the practice of family psychology with these two themes.
• Initiate more direct collaboration with the Society for the Psychology of Religion and Spirituality (Division 36).
• Support programming for the APA annual convention that can further the dialogue about Family Psychology, Diversity and Spirituality.

I hope that you support my nomination, and I will look forward to an involved professional period of growth with Division 43.

**VP for Public Interest & Diversity:**

**Shawn V. Giammattei, Ph.D.**

I am very pleased and a bit surprised to be nominated for the position of Vice President for Public Interest and Diversity for Division 43. I have been a member of the Division for many years, joining as a student member early in my graduate school career. Although I have been relatively quiet in the organization, I do believe the work we do on behalf of family psychology and the inclusion of diverse voices is incredibly important. To say that I am passionate about families and multicultural competence is probably an understatement. Both are integral to all that do, both personally and professionally.

I received my BA in Psychology from the University of San Francisco with a minor in performing arts. I took some time off before starting graduate school to work for Paul Ekman, Ph.D. as a research assistant in his human interaction lab at the University of California, San Francisco (UCSF). I received my Ph.D. in clinical psychology from the California School of Professional Psychology (CSPP), San Francisco, a school I chose, in part, for its multicultural emphasis. I completed my post-doctoral residency in adult and family/child psychiatry at Kaiser Permanente, Santa Rosa, where I had the opportunity to work as a preceptor with medical residents at the UCSF Family Medicine Clinic.

Currently, I am a professor in clinical psychology for CSPP at Alliant International University (AIU) where I teach courses in Family Systems. I am also a lecturer for AIU’s Systemwide Online Education Department that delivers the Rockway Certificate in LGBT Mental Health and Human Services to campuses across the state of California. I am the past coordinator of training and a research fellow of the...
Rockway Institute for LGBT Psychology Research, Education, and Public Policy where I played an integral role in developing their Certificate Program in LGBT Mental Health. Presently I teach several courses in this program, including one of the only semester long, graduate level courses in the country on Advanced Studies in Transgender Mental Health.

My clinical training has been in both community mental health and hospital outpatient settings with a focus on working with diverse families, particularly those who were marginalized on one or several levels. I now maintain private practice offices in San Francisco and Santa Rosa, California, where I continue to work with couples and families. One of my specialty areas is working with transgender and gender variant children/adolescents and their families. I am a member of the World Professional Association for Transgender Health and the UCSF affiliated, Bay Area Child/Adolescent Gender Center (CAGC), a group that provides a full range of transgender affirmative psychological, medical, legal, educational, and advocacy services to gender variant youth and their families. I am the current president of the Association of Family Therapists of Northern California (AFTNC) and very involved with our Cultural Accountability Committee, whose mission is to create a space for family therapists to discuss issues of diversity in their practice and to inform the general council of AFTNC in best practices. I am also an active member of the American Family Therapy Academy and serve on several of their committees.

My past research, publications, and presentations have been in the areas of emotion, gender, sexual orientation, and family dynamics. More recently, I have been interested in the training of psychology students and licensed mental health providers in culturally competent care for LGBT couples and families. As a member of the CAGC, I am also involved in several studies on the experience and impact of various treatments on gender-variant children and their families as well as normative developmental models for these youth. I think, write, and work contextually, with a social justice lens, and a focus on all who are marginalized in our culture. Although my work has concentrated mostly on heteronormativity and LGBT families, I think it is important to look at all types of families and to include an understanding of the intersectionality of identities in our work with them.

As someone who has experienced both extremes of marginalization and privilege, I seek to bridge the gap between these two seemingly divergent poles. If elected as Vice President for Public Interest and Diversity, I would hope to bring all that I have learned thus far and my passion for both multicultural competence and family therapy to Division 43 in helping fulfill its commitment to working with diverse families, and identify ways for us to promote cultural competence both within and beyond APA.

Revised by Michele Harway, Ph.D., ABPP, Division 43 Council Representative, from material submitted by Rhea Farberman, APA Executive Director of Public and Member Communications Office

**APA Council of Representatives**

**February 2012 Meeting Summary**

Psychology education and the dissemination of the discipline’s scholarship were at the forefront of many of the actions taken by the APA Council of Representatives at its February meeting. Concerning education in psychology, the Council adopted two new guidelines and approved funding to update a third. The approved guidelines include a taxonomy for education and training in professional psychology (http://www.apa.org/ed/graduate/specialize/crsppp.aspx), and a framework for the preparation of teachers of high school psychology (http://www.apa.org/ed/precollege/topss/index.aspx). The approved funding will support a meeting of a Board of Educational Affairs
task force charged with revising the APA Guidelines for the Undergraduate Major in Psychology.

“I was pleased to see the emphasis on education and training throughout the meeting,” said Suzanne Bennett Johnson, PhD, who as APA president, served as presiding officer during the Council meeting. “Education – of future psychologists, allied professionals and the public – is the key to the discipline’s future and the impact it can have on society.”

In addition to her duties as presiding officer, Johnson updated the Council on her three presidential initiatives, which focus on the nation’s obesity crisis, how to attract more early career psychologists to APA and interdisciplinary practice and science.

Johnson’s initiative on obesity targets its alarming rates in the United States and the role that psychologists, as experts in behavior, should play in addressing the crisis. According to data Johnson shared with the Council, 33 percent of boys and 39 percent of girls born in 2000 will develop diabetes at some time during their lives because of obesity.

Johnson presented data showing that the mean age of new APA members is in the 40s and after they have been out of graduate school for some time. Also, very few new members are joining divisions or State, Provincial and Territorial Psychology Associations (SPTAs). Since Council members are elected through divisional or SPTA memberships, this means that the needs of new members are not well represented in APA governance (an argument that should encourage new members to join divisions).

For more information about these presidential initiatives, including a link to Johnson’s Presidential Report to Council, go to http://www.apa.org/about/governance/president/index.aspx.

The Council also devoted a day to a “mega issues” discussion as part of APA’s Good Governance Project (GGP). The GGP recently concluded an assessment of the APA governance system and brought forward recommendations designed to more fully align the system with what is needed for a 21st century organization. The data indicated that the Council wanted to be engaged in discussing strategic issues that have significant impact on the discipline. Toward that end, the Council was provided with a background document for its discussion of how technology will impact psychology and APA over the next decade. The discussion centered on such ideas as using social media in public education, how to train psychology faculty in new technologies, delivering research findings through technology, the role of new technologies in data-sharing, and the creation of psychology apps. Bringing in Early Career Psychologists was at the forefront of much of the discussion.

In other actions, the Council:

• Approved funding for the continuing work on the APA/Association of State and Provincial Psychology Boards/ APA Insurance Trust Task Force for the Development of Telepsychology Guidelines.
• Adopted a revised Committee on Animal Research and Ethics Guidelines for Ethical Conduct in the Care and Use of Nonhuman Animals in Research.
• Rejected a proposal to eliminate the dues discount for APA members who are also members of the Canadian Psychological Association.
• Approved a proposal to eliminate the practice of invoicing APA members for unpaid back-year dues.
• Approved two journals – a Div. 54 journal: Practices and Services Delivery in Pediatric Psychology, and an American Psychological Association of Graduate Students journal: Translational Issues in Psychological Science.
• Approved a proposal to include an APA teacher affiliate member on the Board of Educational Affairs. The proposal requires a change in the Association’s bylaws. It will therefore be put before a vote of the full membership this fall.
• Received the report of the 2011 Presidential Task Force on Immigration.
• Received the report of the 2011 Presidential Task Force on Diversity and Discrimination.
• Approved the 2012 APA budget of $105.2 million in revenues and $104.9 in expenses.
• Approved a statement on restricting eligibility of former APA presidents so that they could not run again within a ten-year period. This is because an incumbent would have received a great deal of exposure in publications of the APA providing them with a substantial advantage over other candidates. The ten-year period was meant to significantly reduce this advantage. This statement must be sent out to the membership for approval.
Making plans for the 2012 APA Convention in Orlando? We hope so. The program of Division 43 will have appeal to scientists, practitioners, and educators as well as students and early career psychologists in family psychology. Program activities have been designed and sequenced to meet the professional needs of all our members at different stages of their career development. For example, on Friday August 3, Division 43 will host a Speed Mentoring event featuring prominent family psychologists. This event will take place before the Presidential Address, “Evidence-based family therapies: Successes, failures, and next steps”, and will be followed by an expanded Social Hour from 6:00 to 8:00 pm. Below is the program of the Society for Family Psychology at the APA convention.

**Preconvention All-Day CE Workshop**

**Treating Difficult Cases of Sexual and Marital Problems**

David Schnarch, Ph.D., and Ruth Morehouse, Ph.D., will conduct this workshop on Treating Difficult Cases of Sexual and Marital Problems. We strongly encourage you to take advantage of this opportunity which is also a fund-raiser co-sponsored by the Society for Family Psychology. We need your help in promoting this event whose proceeds will serve to fund our division activities.

This case-based workshop will highlight a fast-paced isomorphic approach (Crucible Therapy) integrating sex and marital therapy, self-differentiation, brain science and interpersonal neurobiology. Schnarch is the author of the best-selling *Passionate Marriage* and the more recent *Intimacy and Desire*. He is also the recipient of the AAMFT 2011 Award for Outstanding Contribution to Family Therapy. For more information contact the APA Continuing Education Department.
THURSDAY, AUGUST 2

1-1:50 p.m.
Convention Center, Room W311B

Honoring New Fellows

New Fellows will discuss their work and its implications on the future of the field and the Society.

William D. Tynan, Ph.D.,
Supporting Healthy Lifestyles for Families

MaryAnna Domokos-Cheng Ham, Ed.D.,
Postmodern Researchers As Therapists: Creating a Relational Text About Chinese American Families Through Research

Carolyn S. Schroeder, Ph.D.,
Pediatric Primary Care: A Prime Opportunity to Work With Families

2-3:50 p.m.
Convention Center, Room W109A

Family Psychology Around the World

Florence Kaslow, Ph.D., ABPP, will open this international symposium with a kaleidoscopic overview of trends in family psychology on the global scene. Next there will be presentations by family psychologists hailing from four very different countries from far-flung corners of the world: Argentina, Cuba, Norway, and Turkey. All will address issues like: training and education required to be a family psychologist in their country; the nature of and setting for practice; preferred theoretical orientations; typical populations and problems dealt with clinically, and professional identity. All of this will be drawn together by discussant Terry Patterson, Ph.D., ABPP.

FRIDAY, AUGUST 3

3-3:50 p.m.
Peabody Orlando Hotel, Grand Ballroom V

Speed Mentoring with Prominent Family Psychologists

Division 43 is offering a speed-mentoring program at the 2012 Annual Convention. This will be a lively session that will allow early career psychologists and graduate students to interact with well-established family psychologists working in various settings (e.g., doctoral programs, medical school, private practice, etc.). The mentees will be stationed in groups throughout the room and meet with rotating mentors for 12 minutes each to discuss mentees’ questions and the challenges and rewards of a career in family psychology.
### Division 43 Social Hour

Meet other family psychologists, including Division 43 program presenters:
- Announcement of Division 43 awards, including student travel and research awards
- Display of internships and postdoctoral programs that are strong in family psychology training
- Meet internship and postdoctoral program training directors
- Learn about becoming board certified in Couple and Family Psychology
- Distribution of “Division 43 Presenter” ribbons for presenters’ convention badges

### Very Exciting and Diverse Symposia

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<th>Date</th>
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<tr>
<td><strong>THURSDAY, AUGUST 2</strong></td>
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<tr>
<td>9-9:50 a.m.</td>
<td>Convention Center, Room W101B</td>
<td>Family Members’ Influence in Veterans’ Health Care Seeking and Health Behaviors</td>
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<td>10-11:50 a.m.</td>
<td>Convention Center, Room W102B</td>
<td>Do Parents Really Do the Best They Can?</td>
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<td>12 to 12:50 p.m.</td>
<td>Convention Center West Hall A4-B3</td>
<td>Poster Session</td>
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| **FRIDAY, AUGUST 3** |                |                             |                                                                               |
| 8-8:50 a.m.        | Convention Center, Room W304A | Drug Abuse Contingency Management - A Tailored Functional Family Therapy Strategy |
| 9-9:50 a.m.        | Convention Center, Room W103B | Therapy With Stepfamilies - An Integration of Research Into Clinical Practice |
| 10-11:50 a.m.      | Convention Center, Room W106 | Children With Life-Threatening Illness - Practicing Family Psychology in the Therapeutic Milieu |
| 4-5:50 p.m.        | Peabody Orlando Hotel Grand Ballroom V | President Address: Evidence-based family therapies – Successes, Failures, and Next Steps |

| **SATURDAY, AUGUST 4** |                |                             |                                                                               |
| 9-9:50 a.m.         | Convention Center, Room W108B | Spirituality and Religion in Family Therapy - Multicultural Perspectives |
| 10-11:50 a.m.       | Convention Center, Room W109 A | Competency-Based Training in Couple and Family Therapy                          |
| 12-12:50 p.m.       | Convention Center, Room W104B | Financial and Ethical Wills - Their Impact on Family Transitions and Relationships |
SATURDAY, AUGUST 4

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<tr>
<td>9-9:50 a.m.</td>
<td>Convention Center, Room W101B</td>
<td>Bridging Love Across the Divide - Religious Conflict in Couple and Family Therapy</td>
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<td>10-10:50 a.m.</td>
<td>Convention Center, Room W311F</td>
<td>Adolescent Experiences of Adoption - Family Communication, Ethnic Identity, and Birth Family Contact</td>
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<tr>
<td>11-11:50 a.m.</td>
<td>Convention Center, Room W304G</td>
<td>Being a Professional Couple - How to Manage Working, Practicing, and Living Together</td>
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Interdivisional Roundtable Discussion

Division 43 is supporting an initiative created by Division 17 Section for the Advancement of Women and called Women in the Justice System: Legal, Social, and Clinical Challenges. The goals of this initiative are to disseminate knowledge about women’s issues in the justice system and to define the key role of psychologists with regard to the promotion of gender and culturally sensitive practices in that system. Two Division 43 representatives, Corinne Datchi and Allison B. Hill, will participate in an interdivisional roundtable discussion that will take place during the convention and address the need for training, research, and practice guidelines related to women in the justice system. For more information about the roundtable, please contact Corinne Datchi at corinne.datchi@shu.edu.

Reference Corner:

Marina Dorian, Ph.D., Editor

This Reference Corner includes reviews of two books offering different theoretical perspectives on family therapy. The reader will find something potentially new and valuable among these two books, Positive psychology and family therapy: Creative techniques and practical tools for guiding change and enhancing growth and Attachment-focused family therapy workbook.

If you are interested in serving as a reviewer for Reference Corner, please email me your areas of interest. Contributors retain a complimentary copy of the book. If you are the author or editor of a new or upcoming book in family psychology that seems appropriate to review in this column, please send a copy to me to be considered for review as closely as possible to the publication date. Send books and galleys to: Marina Dorian, Ph.D., Reference Corner Column Editor, Alliant International University, California School of Professional Psychology, 10455 Pomerado Road, San Diego, CA 92131; E-mail: mdorian@alliant.edu

Reviewed by Michael J. Scheel, Ph.D., and Brittany E. Gundel, B.A.

Collie W. and Jane Close Conoley have organized this groundbreaking and highly useable book into five chapters. Chapter One provides the foundation for Positive Family Therapy, the therapeutic approach for work with families introduced by the Conoleys through this book. Family Systems and Positive Psychology are woven together as the two meta-theories comprising Positive Family Therapy.

While the integration of aspects of positive psychology with family systems theory can be found in other books and writings, this text is the first to offer a comprehensive integration of family therapy with the contemporary positive psychology movement.

Positive Family Therapy uses a social constructivist process to create new strength-oriented realities for family members based on positive approach goals formulated in therapy through the identification of client strengths.

Chapters Two and Three provide techniques and interventions upon which to implement Positive Family Therapy. Chapter Four covers two case examples as demonstrations of the approach. Chapter Five addresses common criticisms and misunderstandings of positive therapeutic approaches and offers future directions in the development of positive approaches with families. Positive Family Therapy as formulated by Conoley and Conoley is integrative in nature combining aspects of Solution Focused Therapy, Milan Systemic Therapy, and Brief Strategic Therapy with Broaden-and-Build and Hope Theory from Positive Psychology.

Equifinality and structural determinism are important systemic constructs particularly relevant for this strength-oriented family therapy approach. Equifinality indicates the multiplicity of paths open to a family that lead to positive change. Structural determinism requires change to be determined through the structure of the system. The Conoleys see the structure of the family as defined by the family’s strengths. Thus, interventions must be designed that fit with family strengths. Finding causes of family problems is seen as much less important than finding interventions that build on the existing strengths (i.e., structure of the system). Conoley and Conoley explain the fault of an ineffective intervention with a given family to be its poor match with the existing structure of the family. Here we see the link between systems theory and positive psychology through the emphasis on strengths. The therapeutic quest, then, is to find interventions that build on the strengths the family brings to therapy.

A defining premise of positive psychology is a commitment to move beyond elimination of problems to flourishing and happiness. The Conoleys recommend the use of approach goals, the achievement of desired states, over goals of the elimination of presenting problems (i.e., avoidance goals). They point to research findings by Dweck (1999) and others indicating higher levels of persistence with approach goals in comparison to avoidance goals. Fredrickson’s (2001) Broaden-and-Build model of positive emotions is a framework of Positive Family Therapy. Positive emotions serve to broaden and build while negative emotions narrow and focus. Positive emotions broaden by eliciting more creative engagements, widening the family’s behavioral and experiential repertoire. Experiencing positive emotions helps to build social and emotional resources that foster resilience upon re-occurrence of problems. Thus, positives such as hope, happiness, nurturance and caring, and gratitude are sought and capitalized upon in Positive Family Therapy.

Families are encouraged to identify, talk about and re-experience enjoyable and caring times together. Conoley and Conoley explain change within their approach as the process of broaden-and-build and its systemic counterpart, escalation or positive feedback theory (e.g., Maruyama, 1963; Bateson, 1972; Wallack et al., 1974; de Shazer, 1982). Positive changes are amplified and used through capitalization to
User-Friendly Applications

The positive psychology movement and its application in therapy exists but not without an audience of skeptics and critics. As Conoley and Conoley note, the intersection of family therapy and positive psychology has been criticized for being too simple, and ignoring complex family history and background. Despite these criticisms, this book leaves the reader feeling able and confident to carry out the strengths-based techniques in order to assist families in reaching their goals of positive change. The interventions within this book are grounded in theory, supported by empirically sound research, and strengthened with examples and accompanying rationales.

In chapter Two, positive family therapy techniques are described sequentially beginning with tools most helpful in the initial rapport building, such as identifying family strengths. The chapter finishes with techniques to use when nearing termination, such as scaling questions to gauge a family’s perception of their proximity to their goals. Each technique is described followed by illustrations of skillful applications. For example, reframing, “an interpretation that describes some bit of data accurately but with a slight twist” (p. 40), is a useful tool for strength finding in initial sessions. Reframing provides altered and helpful viewpoints stemming from clients’ experiences designed to foster new, positive interactions between family members. Other major constructs and accompanying techniques that most students of family therapy will find familiar include neutrality, identifying the family’s problematic issues, paraphrasing and summarizing, circular questioning, modeling, the miracle question, enactments, and exception-finding.

Chapter Three is devoted to action-oriented interventions often in the form of homework designed to help clients maintain and generalize their acquired new skills that can move them beyond the problem to flourishing. The emphasis on homework fits well with the goals of Positive Family Therapy because continuous use of the recommended interventions facilitates family growth.

Positive Family Therapy incorporates treatment acceptability as essential to successful use of homework interventions. Interventions are designed and promoted to align with the family’s strengths. By so doing, acceptability of the intervention by the clients can be achieved. Upon reading about the proposed intervention types, one can see how treatment acceptability and positive family therapy go hand-in-hand. Research findings are cited linking treatment acceptability to client implementation, completion of homework, and maintenance of positive changes. The authors note that strong client-therapist relationships, client beliefs in the feasibility of interventions, forming connections between the intervention and therapeutic goal, and the use of client strengths as part of the intervention are all influential factors in promoting client treatment acceptability.

Conoley and Conoley recommend many helpful strengths-based interventions to guide therapists in assisting families in reaching goals identified through therapy. For example, the formula first session task is a strategy derived from strategic therapies requiring clients to observe what is already occurring in their family that they wish to continue. Conoley and Conoley note that formula first session tasks have been associated, through research, with high compliance rates, greater goal clarity, and improvements in presenting problems. Focusing the family’s attention on the positive creates hope and positive emotions, broadening the family’s thought-action repertoire. Identification of existing strengths is also a way to match family structure. The family’s strengths are recognized, organized, and incorporated into therapeutic goals. Positive Family Therapy also includes the following additional interventions: use of family rituals, increasing gratitude, promotion of social support, creating closeness, building emotional intelligence, promoting parental support and guidance, maximizing healthy modeling, catching the child being good, and conflict management. Therapeutic goal-setting is particularly emphasized based on Snyder’s (2002) Hope Theory. Conoley and Conoley also caution readers by discussing potentially problematic situations that may challenge the application of some positive interventions. The usability of the book is further evidenced by the incorporation of examples of these challenging situations and interventions.

Family Strengths Embedded in Culture and Ethnicity

Positive Psychology and Family Therapy devotes considerable attention to the application of Positive Family Therapy with ethnically diverse cultures. Beginning with the conceptualization and definition of family, Conoley and Conoley assert that family is not culturally bound but can include a variation of family configurations, including extended family, friends
and any other important figures so that systems of influence are those most salient to the clients. The authors go on to discuss the importance of including whomever the family feels to be the most influential, whether that be religious leaders or family members not able to be present but help in the understanding of the family’s culture.

Ethnicity and culture are addressed throughout the book, with specific attention to acculturation and immigration issues that bring to the forefront family role reversals, language barriers and challenges in navigating school systems, to name a few. Conoley and Conoley note that children taking the role of cultural broker or translator in their families may adopt a more influential role than might be anticipated. The helpfulness of building alliances with schools is discussed, especially for parents in families not of the majority culture who may experience culturally different school environments as overwhelming.

Existing differences between collective and individualistic family cultures are also recognized. Related research findings are presented with implications for what is most beneficial for dominant and minority cultures. For example, when describing interventions aimed at parental support and guidance, research citing the outcome of high psychological guidance for European American versus African American adolescents is examined, noting that the most advantageous amount of psychological guidance depends on a child’s cultural heritage and acculturation level. Other cultural considerations are included throughout the book, such as differences in parent and child roles, gender differences and ways of managing conflict.

Aspects of positive family therapy techniques particularly valuable to minority cultures are also presented. The helpfulness of focusing on strengths with cross-cultural therapy dyads in which the therapist comes from a more privileged background is stressed. Identifying strengths of the culturally different client helps avoid the potential for clients to perceive or re-experience micro-aggressions from the therapist. Furthermore, the emphasis on matching client values is in agreement with research on treatment acceptability and reflects the cultural sensitivity of the positive family therapy model. Circular questions are presented as a culturally sensitive method that respects the values of individual family members and the family as a whole.

Conclusion

Positive Family Therapy offers a refreshing approach to the field of family therapy in which Collie and Jane Conoley have collectively drawn from their many years of experience in research and practice with families in therapy. As they state, Positive Family Therapy offers a different lens from which to view family therapy that is de-pathologizing and oriented to family strengths. Additionally, their culturally sensitive approach potentially can reach out to ethnically and culturally diverse families who historically have under-utilized therapy. We applaud the work of the Conoleys in providing a systemic therapy that can be used to build on the assets of families and move them beyond their problematic situation to flourishing. As the authors state, seeking Positive Family Therapy is a sign that “a child is nurtured and the marital relationship is being enhanced” (p. 134).

References


Among the earliest themes in psychological research regarding human relationships is the study of the child’s relationship or attachment to the mother. Quality of attachment does not only affect a child emotionally; it can have both positive and negative physiological effects as well. Attachment organization is associated with protective resilience on one end, with secure organized attachment patterns and a vulnerability to psychopathology with infant insecurity and disorganization on the other end. Given the impact of attachment across the lifespan, knowledge about how to repair dysfunctional attachment patterns can be of particular value. How we attach to others affects how we regulate stress and emotions and the toll that takes on our body. A healthy attachment is at the core of our emotional and physical wellbeing. Attachment-Focused Family Therapy Workbook by Daniel Hughes is a new workbook that applies the knowledge of attachment theory and illustrates how to help families repair the attachment relationship through AFFT.

Hughes begins by exemplifying the value of his treatment approach by juxtaposing attachment theory concepts with the application of AFFT. Hughes reviews the research and core principles of attachment theory and implications for treatment with AFFT. Core factors involve establishing a safe environment, facilitating neuropsychological development and the importance of using the parent as a secure base to regulate stress. The therapist uses the intersubjective patterns of relating and communicating for social and emotional development of the family members. Hughes illustrates how AFFT can explore the root of anxious, avoidant or disorganized patterns of attachment, foster safe experience of intimacy and self-reliance. AFFT explores the child’s and parent’s responses to distress and helps parents respond to the child’s distress in more flexible and available ways. AFFT utilizes the attachment relationship to help regulate stressful emotions and enhance positive emotions. AFFT increases reflective functioning and thus improves conflict resolution skills. It fosters the safety needed to repair conflicts, and demonstrates to the child that the relationship is more important than any conflict. AFFT fosters security through enhancing parent’s ability for unconditional acceptance of the child’s inner world. It focuses on helping the family members learn about the impact of their strengths and vulnerabilities on the family members in a nonjudgmental safe environment. The affective-reflective (A-R) dialogue of the AFFT process instills skills needed for a secure attachment: the ability to regulate and express affect, and reflective functioning.

“In AFFT the therapist’s central goal is to assist the members of the family to see within each other the unique qualities of strengths and vulnerabilities that characterize each one. The therapist then assists the members of the family to respond to the strengths that they perceive in each other with pride and enjoyment, while responding to the vulnerabilities in each other with compassion and an offer of guidance and support.”

The chapters progress from attachment theory and intersubjectivity to addressing the specifics of how to apply the techniques that make up AFFT. The core concepts are: the process of the A-R dialogue and maintaining an attitude of PACE (playfulness, acceptance, curiosity and empathy), the deepening sequential process of AFFT, repair of the attachment relationship, the parent as attachment figure and AFFT for foster/adoptive families: Dyadic Developmental Psychotherapy.

Each chapter outlines what will be covered, includes a definition/summary of the therapeutic concept, when appropriate contrasts it with traditional therapy and why this difference helps foster a secure attachment. Case examples of therapy sessions applying the therapeutic concepts help transform the concepts from theory to an applied method of therapy. The chapter concludes with review questions, case examples and experiential exercises to help deepen the understanding of the theory and application of AFFT.

This workbook concludes with references for further reading and how to become certified in both Dyadic Developmental Psychotherapy and Attachment-Focused Family Therapy. A DVD demonstrating a simulated treatment session of AFFT is included as well as a discussion of the DVD in the appendix. The DVD is helpful for understanding the nonverbal communication during a session.

This workbook is rich with information and is
geared toward therapists, not parents. Hughes has a companion book for parents. Hughes’ work is well researched and thorough, providing a sound method of therapy for those intending to work with families on repairing breaks in attachment. This book is intended to accompany his prior book on AFFT, and while this book is very thorough, I think one would benefit most using it along with the companion book. The book is methodically written with a structure that makes it easy to follow and learn what AFFT is, why it is valuable and how to use it. I highly recommend this book for therapists.

Leah Robbins, Ph.D., received her doctorate in psychology from Alliant International University. She is a Certified Coder in ABC Attachment Classification and the Facial Action Coding System. Her theoretical orientation involves an integrative approach drawing from humanistic, developmental/attachment theory and cognitive-behavioral influences. She has authored on-line courses on attachment theory and facilitates healing retreats.